



## **What does quality teacher education mean and how can the preparation of future teachers be quality assured?**

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The concept of quality in teacher education is complex. Different stakeholders have different understandings of what it means and the priorities for measurement of quality as well as the processes put in place to assure quality differ. Despite this conceptual ambiguity and a contested landscape there is an increased focus on policy reforms to improve teacher quality and greater emphasis on quality assurance processes in teacher education, including the requirement in many countries for initial teacher education programmes to measure their graduates' ability to teach against a set of competences or standards which set out what teachers should know and be able to do when they enter the teaching profession. At the same time, teaching in today's super-complex globalised world is acknowledged as challenging and ever-changing which highlights that teaching is more than prescribed knowledge delivered using a toolbox of teacher strategies. The dynamic nature of teaching and the many roles required of a teacher cannot be easily measured using a narrow checklist of quality indicators that do not take account of individual teacher and student differences, the relationships between them and the context in which education takes place. This presentation draws on the perspectives of researchers, policy-makers and teachers to explore what quality teacher education means and consider if approaches to quality assuring teacher preparation can be designed to enrich rather than diminish the joy and success of teaching and learning.